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ABSTRACT

In 1992, a study was conducted at the James Kerney Campus (JKC) of Mercer County Community College in New Jersey to develop a placement guide for noncredit remedial courses. Although the majority of students attending JKC required academic skill remediation before enrolling in regular college courses, a placement guide for non-credit remediation had not yet been developed. Course schedules and descriptions, teaching methodologies, and skill tests and cutoff scores for all noncredit remedial programs and courses offered at JKC were collected. These data, along with the results of a literature review, were used to create the placement guide. An ad hoc committee, composed of five counselors and seven remediation instructors, met four times to provide input on the guide's content and design, and to review both the first draft and the final version. The resulting noncredit remedial placement guide included the following components: (1) college mission statement; (2) introduction/statement of purpose; (3) overview/benefits; (4) English as a Second Language, Basic Literacy, and Adult Basic Education/High School Equivalency Preparation (ABE/GED) program descriptions (including placement tests used, initial placement options based on test scores, course titles and schedules, maximum enrollments, teaching methodologies, and advising recommendations); and (5) a list of college and community support services. Appendixes provide Mercer's credit remedial placement chart; the procedures manual for noncredit offerings, for college catalog development, and for counseling services; and the noncredit remedial placement guide. (JMC)

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DEVELOPMENT OF A PLACEMENT GUIDE FOR NONCREDIT REMEDIAL COURSES OFFERED AT MERCER COUNTY COMMUNITY COLLEGE

Emergence of Higher Education Seminar

by

Patricia H. Barchi

Mercer County Community College

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

May, 1992

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Abstract of a Major Applied Research Practicum
Presented to Nova University in Partial
Fulfillment of the Requirements for
the Degree of Doctor of Education

Development of a Placement Guide for Noncredit Remedial Courses Offered at Mercer County Community College

by

Patricia H. Barchi

May, 1992

Mercer County Community College (MCCC) did not have a placement guide to assist counselors in the recommendation of noncredit remedial courses appropriate to student needs. The majority of students attending the college's James Kerney Campus (JKC) are educationally disadvantaged and require academic skill remediation before they are allowed to enroll in regular college courses.

The student population enrolled in remedial courses at the college are predominantly Black and Hispanic. These students come from an economically depressed area; most are on welfare, or must work part-time, and/or are single parents with children requiring day care.

The purpose of this study was to develop a placement guide for the noncredit remedial courses offered at JKC in order to assist counselors to meet the particular needs,

both personal and academic, of students requiring skill remediation. The research question was "What content and design components are essential to the development of a placement guide for noncredit remedial courses offered at JKC?" The development methodology was used to formulate the placement guide.

The goals were to develop a placement guide that would enable counselors to adequately assist students in the selection of courses appropriate to individual student needs, while recognizing what the needs of the target population were. The appropriate information to develop a placement guide was collected from library literature searches and existing institutional information.

Subsequent to the collection of information and committee meetings of representative counselors and faculty, a placement guide was developed. The guide was reviewed and accepted by the five full time campus counselors and seven faculty members. Once the guide was approved, it was printed, disseminated to the counselors, and will be implemented with the incoming remedial students for Fall, 1992.

It is recommended that the college counselors continue to review and revise the placement guide annually in order for the guide to remain current. It is also recommended that the college counselors continue to use the guide when selecting appropriate courses for remedial students.

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Chapter 1

INTRODUCTION

Background and Significance

Mercer County Community College (MCCC) operates under an open-door admissions policy. Although any student who is 18 years of age or older or who has a high school diploma, certificate or equivalent is accepted, many score too low on the New Jersey College Basic Skills Placement Test (BSPT) to succeed in regular college courses. These students require special attention in the way of remedial courses including reading, writing, or basic mathematics as well as English as a Second Language (ESL).

At present, there is a wide array of remedial courses available to students in both credit and noncredit classes. While counselors are familiar with credit course offerings and are able to utilize a placement guide according to BSPT scores (Appendix A), there was no placement guide for students enrolling in noncredit remedial courses. The college wanted to develop a placement guide to assist counselors in the recommendation of remedial courses appropriate to student needs.

The college is dedicated to the intellectual development of all students and recognizes that learning is an individual process that requires a host of instructional teaching methods. As the college's mission includes preparatory programs and courses to enhance students'

reading, writing, and mathematical skills, it was necessary to identify all remedial programs available to students in order that counselors could adequately assist students in the selection of courses appropriate to individual student needs.

The college's James Kerney Campus (JKC) located in the city of Trenton, New Jersey, is in an economically depressed urban area. The current student population at JKC is culturally diverse, predominantly black and Hispanic, with over 60% male. Most of these students are educationally disadvantaged and require academic skill remediation.

There are many alternatives of remedial courses to choose from according to a student's area of interest. For example, if a student requires instruction in ESL, there are several noncredit opportunities:

1. ESL Computer Assisted instruction (CAI)
2. Traditional classroom instruction
3. Combination traditional classroom/CAI

Instructional methods vary in all of the remedial non-credit programs offered at JKC along with meeting times. Class meeting times are equally important when counselors schedule students, especially at JKC where most students are on welfare, or must work part-time, and/or are single parents with children requiring day care. Developing a non-credit remedial placement guide assists the counselors to better meet the particular needs of students requiring skill remediation.

The seminar on the Emergence of Higher Education in America provided the historical basis for recognizing the needs of compensatory education at the college level. As the emphasis is on the community college, it is essential to understand the historical basis that has formed the college of today. Remediation has long been an issue in colleges and universities as the literature research indicates. the problem is growing. The purpose of this study was to develop a noncredit remedial placement guide that addressed the current college remedial issue and equipped the counselors with information needed to assist in appropriate course placements. The research question was "What content and design components are essential to the development of a placement guide for noncredit remedial courses offered at JKC?"

Chapter 2

REVIEW OF THE LITERATURE

Remediation is historically linked to the emergence of higher education in America. Early universities were little more than colleges where the level of instruction was far below European university work. "Preparation" departments for students requiring college-readiness courses were found in most early American universities.

Brubacher and Rudy (1958) state that the lack of adequate secondary schools forced early colleges to maintain their own preparatory department. There were more students in preparatory work than in the regular college classes. The lack of secondary schools caused a serious gap which can be seen from the fact that, as late as 1915, there were still 350 postsecondary institutions reporting preparatory departments to the United States Commissioner of Education (Brubacher and Rudy, 1958).

Preparatory departments in the 19th century parallel the schools for Latin grammar and literature instruction in medieval times. The main prerequisite for the medieval university student was a working knowledge of Latin as all lectures and all text used that language (Daly, 1961). To get knowledge of Latin, a student would go to school for Latin instruction in many university towns. These schools were distinct from the university, although they may have been controlled by the university.

According to Bryant, Kintzer and Wattenbarger (1991), colonial colleges were established by the elite and were, therefore, charged with serving the elite. There was little concern over the education of the "common" man. As universities began to develop, it became obvious that some mechanism for preparing students for university was needed. In the states, this took on the form of a public secondary school system. In this way, the responsibility for college preparatory work was shifted to the high schools. Universities in the late 1800's did not want the responsibility for providing remedial studies, but were more interested in graduate studies and research concentrations.

Church and Sedlak (1984) state that in 1890 the American high school was more closely allied with colleges than with the public schools. However, even during the post-war years (1945-1968) "...students pursued a set number of courses prescribed by faculty, and graduation depended on passing those courses (Bryant, Kintzer and Wattenbarger, 1991: 48).

According to Church and Sedlak (1984), colleges began to enroll non-traditional adult students, but did not initiate counseling and advising services appropriate for these students even though the need for these services was, and is, there. The American community college came about partially out of recommendations during the 1800's to establish a post

compulsory, post secondary pre-college to prepare students for university level work (Bryant, Kintzer and Wattenbarger, 1991). Goodchild and Wechsler (1989) concur that, during the interim period, the responsibility for offering the training sought by lower-middle class students seeded the development of the public junior college. The public junior college was altered in the late 1920's and 1930's into an institution where students of limited means and limited abilities concluded their education by preparing for a semi-professional occupation. It was largely believed that the purpose of the junior college was to serve the non-intellectual student.

Deegan, Tillery and Associates (1985) state that developmental education has become a real issue for postsecondary education during the past decade. The authors also state that, since developmental students are likely to be required to take courses that carry no credit toward graduation, appropriate counseling to achieve academic progress is essential.

Community colleges have taken on the responsibility of compensatory or remedial education. "While not on the early lists of junior college purposes, offering remedial studies below preparatory studies was obviously necessary when, after World War II recovery, equal access and opportunity became realities" (Bryant, Kintzer and Wattenbarger, 1991: 60). At present, there is a growing need for literacy

education for high school learners as well as graduates. Almost all two year colleges have some form of curricular remediation along with special counseling for these students. Bryant, Kintzer and Wattenbarger (1991) also concur that underprepared students must be properly counseled and advised if they are to succeed academically.

Bryant (1991) states that literacy training is one of the growing problems in community colleges today. No one wants to provide the training; therefore, more and more people are unqualified to enter college. When they do, they require remediation. Students entering noncredit remedial programs should be channeled in a manner consistent with the credit programs; specifically, the admission counselors should be aware of all noncredit remedial options to better meet the individual needs of each student.

Deegan, Tillery and Associates (1985) state that colleges must match instructional strategies to the needs of underprepared students. This implies that admission counselors must be informed of the variety of remedial courses and programs available.

According to Schlossberg, Lynch and Chickering (1989), course advising is crucial for adult learners, and adults make up a large percentage of today's college students. Counselors of adult learners must be able to "match" a student with a particular remedial course that not only

satisfies college program entry requirements, but is able to meet the personal needs of the adult learner concerning children, outside employment, financial aid, etc.

Student learning styles must also be addressed in any counseling situation. Some students have consistent ways of dealing with information, while others are more flexible in their approach to learning (Greive, 1990). As the noncredit remedial programs at MCCC are taught with a variety of instructional methodologies, it enhances a student's opportunity for success when the "match" of student to the appropriate course is made.

Brochure Content and Design

"Matching" a student with a particular remedial course can be difficult, and often detrimentally erroneous, without a placement guide to assist in course selection. Students placed inappropriately may demonstrate failure. To assist counselors, program brochures can provide counselors with ideas, strategies, and resources for working with remedial students (Phelps, 1982). Types of services and assistance available from the college can be readily identified in a guide and counselors are less likely to select inappropriate courses.

Dodge (1985) states that guides or handbooks must be designed to help counselors meet the personal and academic needs of a remedial population. The author recommends including a description of placement tests used, teaching methodologies and a general orientation to the classroom environment. This helps the counselor communicate the future learning experience to the student. Pacheco (1980) developed a handbook that included a list of college resources specifically for a remedial population as well as a section on appropriate counselor use of the guide. Simerly and Associates (1989: 159) suggest the following elements for program brochure design:

1. Cover
2. Copy
3. Overview
4. Benefits
5. Program description
6. Specific features
7. General information

Simerly believes brochures vary only slightly from the above format from organization to organization and that the list presents the key elements required for brochure inclusion.

In the 1983 Procedures Manual (Procedure 712), MCCC lists the elements to include in a noncredit course proposal form (Appendix B). Many of the elements are similar to the ones presented by Simerly and Associates (1989). The college also has a policy regarding the development of brochures/catalogs (Appendix C) that includes a disclaimer stating that the document is not an irrevocable contract

between the college and the student. Flexibility is then provided for the college to change provisions or requirements whenever necessary.

Adams (1991) recommends beginning a brochure with a statement of purpose. A descriptive statement of purpose enables the counselor to understand what the placement guide is and how it is used. Adams also suggests including the specific goals of the guide and recommends the brochure copy remain benefit-oriented. Benefit-orientation encourages continued use of the guide by college personnel and allows counselors to consistently communicate those benefits to each student.

Before starting to design a brochure, Boemer (1986) and Smith (1984) suggest doing an informal survey of what brochure users are looking for. A common thread among the various preferences of the college counselors at MCCC was the request to keep the guide short and to the point. Boemer and Smith also suggested it was important to "see at a glance" course descriptions, times and schedules so that the guide would be both convenient and time efficient. Another common point among the counselors was the request that copy be written in simple language. That way students could also read the material if they wished to do so.

Smith (1984) suggests developing a list of key elements to include in the brochure and adhering to that list during

production. The list also serves as a checklist to ensure the inclusion of key elements.

Program brochures summarize and reinforce what courses are available (Lerche, 1985). Careful organization of information ensures that all students receive the same information. Lerche states that the ideal brochure is one that office staff can use as a guideline to walk students through the various programs and services. When courses are laid out descriptively, teaching methodologies included, the brochure can assist counselors in identifying student learning styles and appropriate courses of instruction. Lerche also recommends that a brief statement of mission be included in a program brochure. Lerche concludes by stating that any brochure message be clean and concise. If the message is too vague or general, counselors will not be able to use the guide effectively. "Instead of supporting an adult's decision to return to an educational system, inappropriate messages may result in disappointment and frustration for those a program cannot serve well or at all" (Lerche, 1985: 42).

Mercer County Community College has addressed differences in student learning styles since its inception. "Instruction is delivered using a variety of modes, time schedules and locations" (MCCC Operations Guide, 1986: 4.1-1), in helping with the dynamic needs of a diverse student population.

Chapter 3

METHODOLOGY AND PROCEDURES

As the purpose of this study was to develop a placement guide for the noncredit remedial programs offered at the college's James Kerney Campus to better familiarize counselors with these programs and courses available and the basic skills level required for each, the development methodology was utilized. The initiating step was to approach the campus guidance counselors and ask for their perceptions of what components a placement guide should include and what type of format they would prefer to work with.

The first task was to collect information on all noncredit remedial programs and courses offered at JKC. This included course schedules, including time options; course descriptions; strategies/teaching methodologies; skill tests utilized in each course; and cut-off scores for each placement level.

The next step was to decide in what type of format this information would appear. As standard 8 1/2 x 11" pages were preferred by the counselors and were inexpensive to reproduce, this dictated the final size and shape of the brochure. The configuration will simplify subsequent revisions, as only those pages affected will need to be replaced. This will further reduce cost.

For convenience, each noncredit program was reproduced on a different color. In this way, counselors could easily locate programs "at a glance."

To decide what generic components should be included the views of the individual authors researched (Phelps, 1982; Dodge, 1985; Pacheco, 1980; Simerly and Associates, 1989; Adams, 1991; Boemer, 1986; Smith, 1984; and Lerche, 1985) were compiled and the first rough draft of the placement guide emerged. This included the following components:

1. Introduction/statement of purpose
2. Overview/benefits
3. Program descriptions including:
   a. Placement test used
   b. Initial placement options (based on test scores)
   c. Course title
   d. Course schedule
   e. Course teaching methodology
   f. Recommendations
4. Support services: College/community

In order for the guide to conform to college policy, the following additional components were included:

1. Mission statement
2. Maximum enrollment

The placement guide draft was then developed after the compilation of the authoritative materials from all sources, internal (college) and external (literature research). The five guidance counselors were each given a copy of the draft and were asked to make revisions/recommendations as they thought appropriate. In addition, a copy was sent to the

seven noncredit remedial course instructors and the college consultant for evaluation and suggestions.

Once the placement guide was approved in both content and design by college personnel directly involved in either the instruction or guidance process, and by the college consultant, it was then ready to be sent to the Office of College Publications for typesetting and design. In summary, the guide was ultimately developed by the following procedures:

1. Input on placement guide elements was requested from JKC counselors and faculty of noncredit remedial courses;

2. Information was collected on all non-credit remedial programs and courses offered at JKC;

3. Course descriptions were developed including:

    a. Course schedules
    b. Time options
    c. Teaching methodologies
    d. Skill tests/cut-off scores

4. Literature search was conducted on brochure development;

5. Rough draft of the placement guide was developed and sent to:

    a. Five campus counselors
    b. Seven noncredit remedial course instructors
    c. College program consultant

6. Suggestions/recommendations were incorporated into the placement guide copy;

7. The copy was sent to the Office of College Publications for typesetting;

8. Finished product was disseminated and reviewed by counselors and faculty involved in the process;

9. The guide will be used with all incoming remedial students for Fall, 1992.

10. Provisions are made for a follow-up questionnaire to be sent to counselors requesting evaluation and/or revisions.

Chapter 4

RESULTS

Campus counselors and faculty of noncredit remedial courses were committed to the development of a placement guide for the noncredit remedial programs offered at JKC. The group formed an ad hoc committee, composed of the five counselors and seven remediation instructors, to provide input into placement guide elements; including course descriptions, teaching methodologies, placement tests, and available support services. After some discussion, the committee agreed there was a need to include appropriate support services available institutionally as well as those available through outside community agencies. The ad hoc committee met four times within the month of April, 1992 to set the parameters for the placement guide, review the first draft and to review the final copy.

External factors that impact the academic success of remedial students and that could be addressed by the committee were compiled. These factors are the lack of available/affordable child care, full or part-time employment of the majority of enrolled students, and ignorance of community agencies available to help in the personal problems of students (i.e., drug and alcohol abuse, abusive home environments, and welfare issues). This analysis

helped to identify those outside agencies the college most often uses to make student referrals:

1. Mercer County Board of Social Services
2. WOMANSPACE
3. Juvenile Shelter
4. Rescue Mission
5. YWCA
6. Forum Project
7. Catholic Charities
8. Community Guidance Center
9. Family Service of Trenton
10. Henry J. Austin Health Center
11. The Child Care Connection

An extensive literature review included an historical study of remediation or compensatory education at the college level. Brubacher and Rudy (1958); Daly (1961); and Bryant, Kintzer and Wattenbarger (1991) all agree on the historical link between the development of early colleges and remedial education. The need has existed since the inception of colleges. At times the colleges tried to shift the responsibility to the high schools and then to junior colleges (Goodchild and Wechsler, 1989). However, the problem remains in postsecondary education today and remedial education is an issue that must be addressed (Deegan, Tillery and Associates, 1985).

Bryant (1991) and Schlossberg, Lynch and Chickering (1989) recommend that counselors be made aware of all noncredit remedial options so that they are able to "match" a student with a particular course that satisfies college program entry requirements as well as meets the personal

needs of the new adult learner. Deegan, Tillery and Associates, 1985, advise matching instructional strategies to the learning styles of underprepared students.

In order to formulate a placement guide for noncredit remedial courses, a literature search was done to identify methods of effective brochure/guide development. Phelps (1982); Dodge (1985) and Pacheco (1980) specifically addressed the necessity for a placement guide that allowed guidance counselors to satisfy the needs of the remedial population. Hence, identification of institutional and community services, was included in guide development. This is also necessary to meet the college's procedure (Appendix D) on counseling services which includes general requests for assistance by students and provides assistance to students with personal counseling. Simerly and Associates (1989); Adams (1991); and Lerche (1985) recommended elements to include in guide development. The final placement guide incorporated many of the ideas and suggestions.

Finally, college policy was researched to identify requirements for publications. The finished guide conformed to college policy. Subsequently, the first draft of the placement guide was presented to the ad hoc committee and to the college program consultant for suggestions and/or revisions. The revisions were incorporated into the final copy.

The copy was sent to the Office of College Publications for typesetting and printing and the finished placement guide was disseminated to the ad hoc committee.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The purpose of this practicum was to develop a placement guide for noncredit remedial programs at the college's James Kerney Campus through identifying proper design and content components. The placement guide (Appendix E) is to be used by the campus guidance counselors to assist in matching students with appropriate remedial courses that meet both personal and academic needs. The guide is also a resource of institutional and community support services that students can be referred to for additional assistance.

The record of the historical linkage between remedial education at the college level and the need for counselors to match remedial students with appropriate courses according to individual need and learning styles, were documented in the literature. These facts provided the rationale for developing a placement guide for noncredit remedial courses offered at the college. Before the placement guide could be developed, it was necessary to do a literature search on guide development. Recognized experts provided the key elements to include in a placement guide, and, in conjunction with college policy regarding publication requirements, format and content of the placement guide were developed.

Additionally, it was necessary to incorporate the recommendations and suggestions of the guidance counselors and remedial instructors directly involved with the identified student population. Considered by position and credentials to be experts, the counselors and instructors enhanced the usefulness of the final product through significant contributions. In order to determine if the guidance counselors find the placement guide to be useful, an evaluation form will be administered immediately following the first semester after the guide is used. These evaluations will be returned to the college program consultant who will compile and analyze the results.

Conclusions

The development of a placement guide for noncredit remedial programs is an important tool for the guidance counselors to use when selecting an appropriate course for each student. Although barriers exist that impact student success, especially in an inner city campus, the college has taken a proactive approach to meet the unique personal and academic needs of remedial students. An examination of the literature on the role of the guidance counselor and remedial education at the college level provided the strategy for the development of a placement guide. A review of literature on guide development, and the active

participation by campus counselors and staff helped to create a product that can be used to assist in the admissions counseling of remedial students.

Implications

Competent counseling is an important part of the educational process. Student success is an integral part of the college's mission. Yet, many factors can impact the future success of a remedial student, including personal needs that may not be addressed in a traditional counseling session. The placement guide furnishes the counselor with information needed to match a student with a particular course that meets both the personal and academic needs of the student. While a placement guide does not guarantee student success, it may eliminate some of the barriers to academic achievement. If more remedial students become successful in completing preparatory courses, more students can be channeled into the regular college credit programs. An influx of prepared students could lead to an enrollment increase in programs leading to degrees. In addition, a placement guide establishes a leadership role for the college in meeting the needs of an educationally diverse student population. This helps fulfill the mission of the college. One further implication of a non-credit remedial

placement guide is the probable increase in the number of financial aid students opting for cost-free noncredit remediation so that eligibility for financial aid is available for credit courses when students are ready. It is hoped that the guide will improve the delivery of counseling and admission services at the college.

Recommendations

Recommendations are as follows:

1. Implement the placement guide concurrent with Fall,1992 semester.
2. Guidance counselors and noncredit remedial instructors should meet periodically to revise and update the placement guide in order to ensure continued use.
3. Orient new counselors and instructors in use of the placement guide.
4. Track counseled remedial students to determine success rate as compared to previous data.

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APPENDIX A

CREDIT REMEDIAL PLACEMENT GUIDE

INTERPRETING ESL PLACEMENT TEST RESULTS

11/89

To locate a student's score on the ESL placement test using the on-line system, type BSPT and enter the student's social security number. If the student took the test, the academic year (AY) and the combined score (grammar plus listening skills) will appear.

Interpret the score according to the following table. Students who earn a combined score of 65 or above should be in ES-114 and ES-103. They will be contacted later if their writing samples indicate higher composition placement.

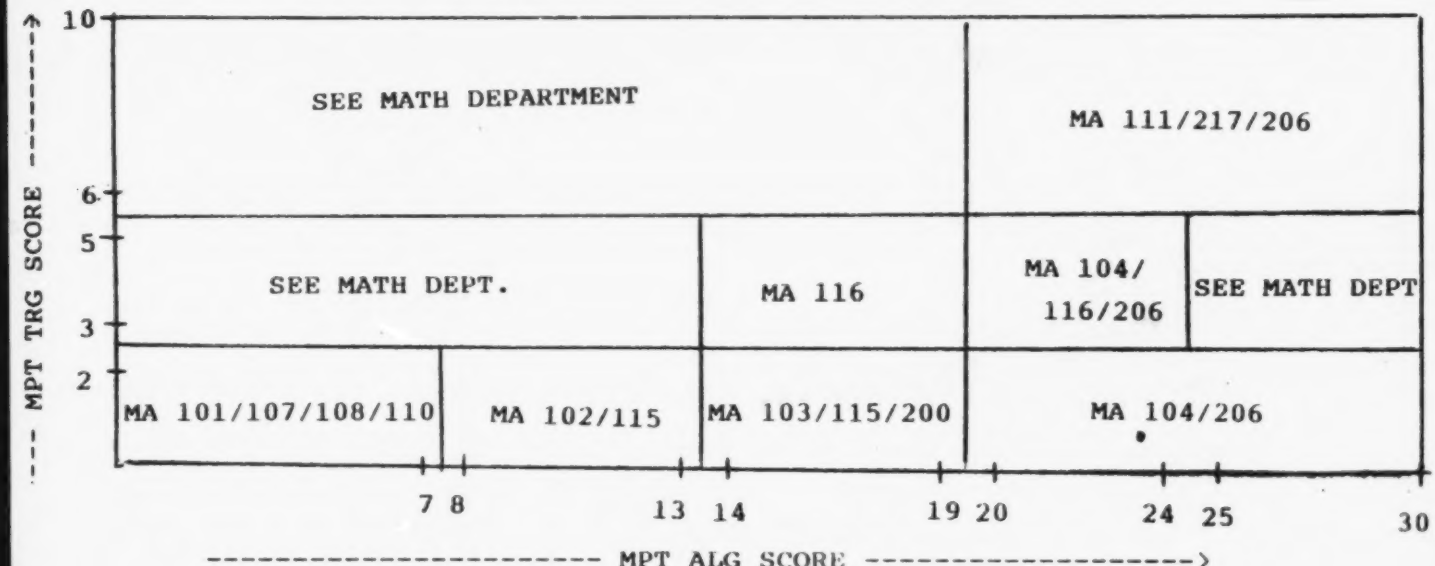
Combined score	Initial placement
34 or below	ES 095 Introduction to ESL
35 - 49	ES 096 Intermediate ESL
50 - 64	ES 113 ESL Reading I and ES 103 ESL Composition I elective: ES 222 ESL Conversation
65 or above	ES 114 ESL Reading II and ES 103 ESL Composition I elective: ES 222 ESL Conversation

INTERPRETING MATH PLACEMENT TEST (MPT) RESULTS

To locate a student's score on the math placement test using the on-line system, type BSPT and enter the student's social security number. If the student took the test, the academic year (AY) and two scores will appear: ALG for algebra and TRG for trigonometry.

The courses indicated below are advisory. Actual course selection should be based upon all available information and the student's program of study. To identify the recommended courses:

- locate the algebra (ALG) score on the horizontal scale
- move vertically to the trigonometry (TRG) score



MERCER COUNTY COMMUNITY COLLEGE
PLACEMENT GUIDELINES

Revised 3/90

READING

Reading Score	Course
45 or below	ES 110
46-57	ES 210
57-61	ES 210*
* Retest recommended	
62 or above	None

WRITING

Sentence Score	Essay	Course
45 or below	---	ES 090
46-55	---	ES 100
56-64	2-7	ES 100
	8-12	EG 101
65-79		EG 101
80 or above		see English faculty

MATHEMATICS SKILLS

Computation Score (CO)	Elem Algebra Score (EA)	Course
64 or below	56 or below	MS 100 only
	57 - 66	MS 100 or MS 120
	67 or above	Retest in MS 100
65 or above	66 or below	MS 110
	67 or above	College Math

COLLEGE MATHEMATICS

Algebra (ALG)	Trigonometry (TRG)	Course (Advisory)
7 or below	2 or below	MA 101/107/108/110
	3 or above	See math faculty
8 - 13	2 or below	MA 102/115
	3 or above	See math faculty
14 - 19	2 or below	MA 103/115/200
	3 - 5	MA 216
	6 or above	See math faculty
20 - 24	2 or below	MA 104/206
	3 - 5	MA 104/116/206
	6 or above	MA 111/217/206
25 - 30	2 or below	MA 104/206
	3 - 5	See math faculty
	6 or above	MA 111/217/206

ENGLISH AS A SECOND LANGUAGE (ESL)

Combined Score	Initial Placement
34 or below	ES 095 Introduction to ESL
35 - 49	ES 096 Intermediate ESL
50 - 64	ES 113 ESL Reading I and ES 103 ESL Composition I elective: ES 222 ESL Conversation
65 or above	ES 114 ESL Reading II and ES 103 ESL Composition I elective: ES 222 ESL Conversation

CIN 518
REV 3/90

MERCER COUNTY COMMUNITY COLLEGE
REQUEST FOR PLACEMENT REEXAMINATION

INSTRUCTIONS: Requests for placement reexamination must be made prior to a student's first enrollment in the basic skills course. After the start of classes, retesting requires approval from the instructor and must be completed before the end of late registration. Retesting of students who were enrolled in the basic skills course in a previous semester requires the approval of an Academic Skills staff member.

========== TAKE THIS FORM TO LA-215 ==========

TO: Academic Testing Center STUDENT: _____

FROM: _____ I.D. No. _____-_____-_____

NJCBSPT SCORES: Read ___ Sent ___ Comput ___ Elem Alg ___ Essay ___

RETEST IN (please circle): *Reading* *Computation* *Elementary Algebra*

BASIS FOR APPEAL: _____

APPROVED: _____

PLACEMENT RESULTS

READING (Determined by "Degrees of Reading Power") SCORE: _____

DRP below 56	ES 110
DRP 57 - 62	ES 210
DRP 63 - 70	No Reading

COMPUTATION (Determined by MS 100 Exit Test) SCORE: _____

MS 100 score below 75%	MS 100
MS 100 score 75% or above	No MS 100

ELEMENTARY ALGEBRA (Determined by MS 110 Exit Test) SCORE: _____

MS 110 score below 75%	MS 110
MS 110 score 75% or above	No MS 110

WRITING (No "Retests")

Placement in writing courses is based upon the Sentence Sense score and local evaluation of the Essay. A second essay is not appropriate, but students who are placed in ES 100 may be moved to EG 101 if the ETS essay score, whenever available, is 8 or above. Any further consideration of writing placement will be handled by the Academic Skills staff.

ATC Signature: _____

CRT update [ ]

DIST: 1. Instructional Resources 2. ATC 3. Student

APPENDIX B

PROCEDURES MANUAL/NONCREDIT OFFERINGS: 712

NONCREDIT OFFERINGS: APPROVAL & ESTABLISHMENT

I. PURPOSE

Describes the procedure by which noncredit offerings are approved and established.

II. POLICY

The College offers noncredit community education offerings which serve the identified interests and needs of individuals and constituencies within the College's service area. Efforts are made to complement existing community education offerings and to emphasize areas which capitalize on the College's physical and other resources. Recommendations for noncredit offerings can emanate from any College office, but the approval and semester scheduling of offerings is the responsibility of the Division of Continuing Education's (DCED) Office of Community Education (CEd). Decisions related to approval of a noncredit course are determined by DCED in accordance with institutional policies and priorities. Exceptions are Tomato Patch, MCCC Foundation Camps and the Center for Urban Living Skills.

(President: 6/15/83)

III. PROCEDURES

A. An individual interested in offering a noncredit course for the first time completes a Noncredit Course Proposal Form and submits it with a topical outline, full course description and resume to the Director CEd no later than 90 days prior to the beginning of a semester/session.

B. The Noncredit Course Proposal Form includes the following information:

1. Suggested course title
2. Course contact hours
3. Maximum enrollment
4. Special needs (equipment, materials, facilities)
5. Instructor name
6. Intended audience
7. Course objectives
8. Course description
9. Total number of contact hours
10. Continuing Education Units (CEU) information
11. Anticipated compensation (optional)
12. Start/stop dates (optional)
13. Meeting times/days (optional)
14. Location (optional)
15. Marketing recommendations or direct mail information (optional)

C. A community organization or agency interested in a noncredit course/ program discusses needs with the Director of CEd or program director who ensures completion of Noncredit Course Proposal Form.

D. Program directors (Extension, Skills Training Center, HSEP/ABE, Training and Development) submit recommended offerings with completed Noncredit Course Proposal Forms (for new programs) and other pertinent information to the Director CEd who reviews materials for consistency in faculty compensation, tuition fees and other factors.

E. Courses approved by the Director CEd are submitted to the Dean for CE for approval.

F. Approved offerings are assigned a course number by the Director CEd in accordance with Procedure 676, and, when appropriate, CEU's in accordance with Procedure 738; salary compensation is determined in accordance with Procedure.

G. The Director CEd maintains records of noncredit course outlines, faculty resumes, CEU documentation and other pertinent materials.

IV. GUIDELINES

A. While the Director CEd provides technical assistance and registration support services to all DCED noncredit programs, the Directors of HSEP/ABE, Skills Training Center, Training and Development, and Extension are directly responsible for the coordination, planning, reporting and promotion of their noncredit programs.

B. Efforts to maintain consistent pricing and salary compensation are encouraged for all noncredit programs including Tomato Patch and MCCC Foundation Camps which are coordinated independently of DCED offerings.

C. Courses are cancelled in accordance with Procedure 678; student withdrawals in accordance with Procedure 648; registrations in accordance with Procedure 646 and the construction of semester noncredit course schedules in accordance with Procedure 677.

6/15/83
RCN/JEH

APPENDIX C

PROCEDURES MANUAL/COLLEGE CATALOG DEVELOPMENT: 188

COLLEGE CATALOG DEVELOPMENT

I. PURPOSE

Defines responsibilities and procedures for development of the College catalog.

II. POLICY

A. The catalog is primarily a descriptive document.

B. The College catalog is an institutional publication; its development is coordinated by the Office of College Publications & Information Services (CPIS).

C. Responsibility for information provided in the catalog is assigned to the various academic and administrative offices responsible for the function described as approved by the responsible dean.

D. The catalog is distributed to faculty and staff, enrolled students, community agencies, and educational institutions.

E. The catalog is not an irrevocable contract between the College and the student. The College reserves the right to change provisions or requirements included in the catalog.

(President: 1/9/80)

III. BACKGROUND INFORMATION

The catalog, which is published every year communicates academic and student services policies and describes academic programs and courses of study. The catalog also provides information about accreditations, facilities, admissions, tuition and fees, financial aid, faculty and personnel, Advisory Commissions, College-wide mission and goals, history, academic calendar and student life.

The catalog is primarily for use by faculty, staff, and enrolled students, as well as other educational institutions and community agencies as appropriate.

IV. PROCEDURES

A. The College catalog is included in the Annual CPIS Publications Plan.

B. CPIS examines design and distribution alternatives to assure cost effectiveness and efficiency.

C. The catalog is made available for distribution on July 1 each year.

D. All information for inclusion is submitted to CPIS on or before February 15, the cut-off date for submission of all copy and revisions. CPIS distributes requests for information and a time-table to meet the deadline that includes time for proofreading and verification by appropriate administrators.

E. CPIS is responsible for design, style consistency, quality of writing, and final editing. CPIS is also responsible for the accuracy and reliability of the information printed in the catalog after that information has been validated and approved by the appropriate administrator, usually at the first proof or galley stage.

F. Personnel information for the catalog is provided to CPIS by Personnel Services.

G. Academic policies and program and curriculum information, including course descriptions, are provided by the Dean for Academic Affairs (or designee).

H. The Dean for Student Services provides information about the policies and programs of that Division.

I. CPIS is responsible for inclusion of pertinent College policies and contracted disclaimers.

J. CPIS is responsible for recommending the budget for the catalog and for providing bid specifications.

5/89 (Rev.)
DDC/JPH

APPENDIX D

PROCEDURES MANUAL/COUNSELING SERVICES: 531

COUNSELING SERVICES: STUDENT PARTICIPATION

I. PURPOSE

Describes procedures by which students may avail themsevles of counseling services at the college.

II. BACKGROUND

The counseling staff (including JKC Office of Student Services) provides assistance to students with regard to educational and career planning, personal concerns, and achievements of academic success. All members of the counseling staff are available to serve all students at the college, except as may be provided otherwise through applicable grants or contracts. Students may access counseling services through several means, including:

A. General request for assistance directed to Student Development Services (SDS) or Student Services JKC.

B. Specific requests for course, program or special program related assistance, directed to the counselor assisgned to the area on a case load basis.

C. Specific request for assistance related to a particular type of concern, directed to a counselor who is assigned to that type of concern as a "specialty" assignment.

D. Enrollment in a student development course.

E. Participation in structured workshops or other special programs put on by the counseling staff.

F. Negotiation and fulfillment of individual student development agreements, as required by policy.

III. PROCEDURES

A. SDS and SS, JKC prepare and distribute to all students each semester a listing of counselors by caseload and specialty.

B. SDS and SS, JKC announce available courses and workshops to all students through normal college communication channels.

C. Any staff member may refer a student to a counselor, or suggest to a counselor that the counselor initiate contact with a particular student.

D. Counselors assist students according to standard operating practices and maintain appropriate records on all contacts, for reporting purposes.

JHM/JPH
Reviewed 2/11/91

APPENDIX E

NONCREDIT REMEDIAL PLACEMENT GUIDE

MERCER COUNTY COMMUNITY COLLEGE

NONCREDIT REMEDIAL PLACEMENT GUIDE

A guide designed to assist counselors in
the placement of students enrolled in
in noncredit remedial courses at the
James Kerney Campus

COLLEGE MISSION

The college is dedicated to the intellectual development of students and to instilling in them the skills, habits, and inclinations with which they will continue to educate themselves throughout their lives. Mercer recognizes that students differ in the ways they learn and that learning should be a challenging and rewarding experience, made possible only by qualified faculty and staff, effective instructional methods, comprehensive subject matter, and a nurturing environment.

INTRODUCTION

This placement guide is intended to assist guidance counselors in the recommendation of noncredit remedial courses appropriate to student needs. During the counseling session, academic and personal needs of students are addressed. This guide will aid counselors in the delivery of counseling and admission services at JKC.

OVERVIEW

All noncredit remedial programs listed are open-entry/open exit, indicating a student may enter at any time during a semester and leave when his or her skill level has improved sufficiently to enter other programs. Most are offered at no cost to the student; exceptions have been noted. A number of course schedules and teaching methodologies are available. Selections should be made after the student has the opportunity to review all options with the counselor. Course descriptions and a list of community agencies to which the college most often refers students are included.

Courses available include those in English as a Second Language (ESL), Basic Literacy, and Adult Basic Education (ABE).

PLACEMENT TESTS

The following tests are used to determine academic and linguistic skills as appropriate to particular student needs and educational goals.

1. Marano: The Marano tests passive grammar and listening comprehension to determine ESL placement levels. A score of 34 or below indicates introductory remediation is required; a score between 34 and 50 indicates the student is ready for some advanced remedial work. Compare with credit guide to determine appropriate placement.

2. TABE: The TABE determines adult basic literacy levels in reading and/or math.

ESL

The Marano test is used to determine initial placement level. There is an enrollment maximum of 20 students in each option.

If a student who is eligible for financial aid and/or scores a 34 or below on the combined Marano score, a noncredit ESL remedial option should be discussed.

Entering a noncredit option in the English Language Institute (ELI) will enable the student to achieve improved ESL proficiency without draining financial aid resources. Financial aid may then be deferred for subsequent credit courses.

Each course provides students who have limited English proficiency skills (LEPs) with level-appropriate instruction in understanding spoken English, reading standard English, speaking informal English, and writing acceptable English.

COMBINED MARANO SCORE	INITIAL PLACEMENT
34 or below	ELI I

Options

CONVERSATION: Includes instruction in speaking and listening skills in English.

Schedule: M-F 9:00 am-12:00 pm and/or M-F 12:00-5:00 pm

COMPUTER ASSISTED INSTRUCTION: Computer instruction in reading, writing and listening (non-voice interactive)

Schedule: M-F 1:00 - 5:00 pm

Recommendation: Review student scheduling needs and preferences and discuss options. Students may select one or any combination of courses listed above.

For students requiring evening classes, ABE options are recommended.

ESL

COMBINED MARANO SCORE	PLACEMENT
35 to 50	ELI II

Options

ELI LAB I: Computer instruction using a voice-interactive training program. This is an individualized program that automatically adjusts to student skill level.

Schedule: M-F 9:00 am-12:00 pm
Eligibility: JTPA/REACH referral

CONVERSATION: Instruction in speaking, listening and comprehension skills for the advanced student.

Schedule: M-F 9:00 am-12:00 pm

ELI LAB II: Same as ELI LAB I

Schedule: M-F 2:00-5:00 pm
Tuition: $721.00

Recommendation: Students on welfare may be JTPA/REACH eligible and should be referred to the agency office. Telephone: (609) 989-6086

Discuss Spanish ABE/GED options with students requiring evening classes.

Refer to community agency listing for personal support services.

BASIC LITERACY

The literacy program provides one-on-one instruction at no cost to the student. If a student scores below 6.0 on the TABE, beginning literacy education is suggested.

The reading section of the Test of Adult Basic Education is used to determine initial placement level.

TABE READING SCORE	INITIAL PLACEMENT
6.0 or below	Basic Literacy Instruction

Schedule: a minimum of 2 hours per week Monday - Saturday

Options

A. **One-on-one** tutoring provides instruction by a certified reading tutor at times convenient for the student. Tutoring sites available at all Mercer County libraries, and at MCCC (West Windsor Campus and/or James Kerney Campus).

B. **Learn-to-Read** is a televised basic reading program that is designed to teach adult non-readers how to read, may be used in conjunction with one-on-one tutoring. Televised schedule varies; contact extension 711 for current schedule.

C. The **mentoring** component provides for 20 hours of pre-literacy training for adults who need to build self-esteem and/or are unsure of the literacy training methodology they would prefer (one-on-one tutoring, ABE, small group instruction, CAI).

D. **Computer Assisted Instruction**

E. **ABE** provides individualized instruction for the adult non-reader in a small group setting. Maximum enrollment: 20 students. See ABE options.

Recommendation: Any combination of methodology options may be selected depending on student schedule. Refer interested students to Literacy Education Action Program (LEAP) office.

Refer to community agency listing for personal support services.

BASIC EDUCATION AND HIGH SCHOOL EQUIVALENCY PREPARATION (ABE/GED)

The Adult Basic Education program (ABE) prepares people who have not finished high school for their General Educational Development (GED) examinations. Students are assigned to classes based on the results of placement testing. Upon passing the examination, students receive high school diplomas from the New Jersey State Department of Education.

The program is open to individuals who are 18 years of age or older and not enrolled in public schools. Students between the ages of 16 and 18 may participate in the program, but must complete the New Jersey State Department of Education "Non-enrollment Form." Forms are available in the ABE/GED office.

Classes are offered in English, Spanish and in other languages on an as-needed basis.

TABE READING SCORE — **INITIAL PLACEMENT**

4.0 or below.....ABE program

READING I: Basic reading for the adult non-reader; small group instruction in a classroom setting.

Schedule: 9:00 am-12:00 pm; minimum of 3 times per week

4.0 to 6.9.....ABE program

READING II: Intermediate reading

Schedule: 9:00 am-12:00 pm and/or 1:00-4:00 pm and/or 5:00-9:00 pm

TABE COMBINED SCORE — **PLACEMENT**

6.9 to 8.9.....Pre-GED

READING/MATH: Basic reading and math skills for students interested in pursuing GED status.

Schedule: Same as Reading II schedule

9.0 and above.....GED

Schedule: Same as Reading II schedule

Recommendation: Enrollment is limited. Satellite centers are available. Students may vary schedule depending on space availability. Refer interested students to ABE/GED office.

Refer to community agency listing for personal support services.

COMMUNITY AGENCIES FOR REFERRAL

WOMANSPACE 394-9000

Serves women in crisis through shelter, individual and group counseling and community education.

RESCUE MISSION 695-1436

Provides short term shelter for men.

YWCA 396-8291

Provides low cost housing for women in a secure environment.

JUVENILE SHELTER 396-5666

Provides shelter for runaways, homeless and/or abused youth. Also provides food, clothing, medical and psychological and counseling services.

FORUM PROJECT
113 E. Hanover St. PO Box 1900
Trenton, NJ 08607

An emergency food program providing food supplies for 3 days (3 meals per day) for each family member. Also provides formula for infant family members.

MERCER COUNTY BOARD OF SOCIAL SERVICES 989-4484

Food stamps/welfare and general assistance.

CATHOLIC CHARITIES

Counseling for drug and alcohol abuse, domestic violence and sexual abuse.

COMMUNITY GUIDANCE CENTER

Psychiatric services; marital counseling; drug and alcohol abuse counseling and children/adolescent therapy.

FAMILY SERVICE OF TRENTON

Family counseling and substance abuse counseling.

HENRY J. AUSTIN HEALTH CENTER 695-7122

Socialization and medication groups, psychotherapy and substance abuse counseling.

THE CHILD CARE CONNECTION, INC. 737-9243 or 989-4689
Provides low cost child care assistance.

ERIC Clearinghouse for Junior Colleges

SEP 04 1992